

The Role of *National Geographic Reach* in a Dual Language Classroom

The National Literacy Panel's meta-analysis of research and other similar analyses have demonstrated the importance of building first-language literacy for all students (Francis et al., 2006). While models for building first-language and second-language literacy vary, key ingredients for success include a focus on achieving high levels of academic proficiency in both students' primary languages (L1) and their second languages (L2) and a recognition of culture and competence (Gomez, L. 2000).

To address these issues, *National Geographic Reach* provides tools to:

- build on the rich cultural and linguistic assets bilingual students bring to their classrooms;
- connect to grade-level core content with interactive, collaborative instruction; and
- provide flexible resources that can be integrated easily into district program models.

Culture

Classroom communities are dynamic learning environments that are rich in social relationships; promote collective agency and responsibility for learning; and foster collaborations involving talking, listening, reading, writing and thinking (Rousculp and Maring 1992). The language, cultural, and content knowledge that students bring to classroom communities are essential to building productive learning environments, serving as resources for content and literacy learning (Goldenberg et al. 2006). To build upon these resources, *National Geographic Reach* provides culturally relevant, high-quality, authentic literature and expository texts by authors from diverse backgrounds. For further support, Cultural Perspectives features in the Teacher's Editions detail activities teachers can use to build classroom communities that celebrate the diversity of students who inhabit the classroom communities and develop students' awareness, appreciation, and understanding of the many cultures of our world.

Increased parent involvement is also a key characteristic of successful dual language enrichment models. Connecting in-school and out-of-school experiences builds mutual multicultural respect (Gomez, Richard 2006) and further enhances learning. While family involvement is beneficial and most families are willing to build literacy, schools have not always taken advantage of family involvement (Goldenberg et al. 2006). *National Geographic Reach* provides a variety of instructional



Culturally diverse reading selections

Estimado miembro de la familia,
 “¿Cómo cambian los animales a medida que crecen?”
 Esta es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca del crecimiento y el cambio. ¿Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

- Hablen acerca de la manera en que su estudiante está cambiando a medida que va creciendo. Intenten usar algunas de las Nuevas Palabras en su conversación.
- Usen el siguiente espacio para dibujar o para escribir acerca de algo importante que haya ocurrido a su estudiante durante su crecimiento.
- Recuerde a su estudiante traer la descripción o dibujo completos a clase.

Qué estamos leyendo

“Guess What I’ll Be?”
 En este libro de preguntas los lectores ven en qué se convierten diferentes animales jóvenes cuando crecen.

“Ruby in Her Own Time”
 por Jonathan Emmett
 Un patito crece lentamente, pero cuando llega el momento de volar, deja a todos sorprendidos.

“Turtles: From Eggs to Ocean”
 por Mariana Fuentes
 La exploradora Mariana Fuentes describe cómo nacen las tortugas marinas.

“A Butterfly Is Born”
 por Fran Downey
 La autora describe el ciclo de vida de una mariposa.

“Caterpillar”
 por Nikki Grimes
 En este poema, la narradora se compara con una oruga.

© NCSF & HB Family Newsletter 4 in Spanish

Dear Family Member,
 “How do animals change as they grow?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about growth and change. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

- Talk together about how your student has changed as he or she has grown. Try to use some of the New Words in your discussion.
- Using the space below, work together to write about, or draw a picture of, something important that has happened to your student while growing up.
- Remind your student to bring the completed description or drawing to class.

What We’re Reading

“Guess What I’ll Be?”
 In this question book, readers see what different young animals grow up to be.

“Ruby in Her Own Time”
 by Jonathan Emmett
 A duckling grows slowly, but when it’s time to fly, she surprises everyone.

“Turtles: From Eggs to Ocean”
 by Mariana Fuentes
 Explorer Mariana Fuentes describes how baby sea turtles are born.

“A Butterfly Is Born”
 by Fran Downey
 The author describes the life cycle of a butterfly.

“Caterpillar”
 by Nikki Grimes
 In this poem, the speaker compares herself to a caterpillar.

© NCSF & HB Family Newsletter 4 in English

Family Newsletter in Spanish and English

supports and resources to make it easier for teachers to tap into family and community knowledge, including Family Newsletters published in seven languages. These letters suggest rich home literacy activities that families can pursue in support of in-school experiences. Teacher’s Editions provide specific suggestions to support teachers in helping students harvest the knowledge and experiences gained through the home-school connection to build the in-school literacy community.

Content

Students build language in both social and academic concepts in school (Cummins 2000). Unfortunately, traditional curricula for students who are learning English have often emphasized low-level content, language, and literacy skills in English (Au 2006). Research shows, however, that ELLs can learn academic content when teachers effectively build their background knowledge and enhance their content vocabularies (Fitzgerald 1993). A focus on Cognitive Academic Language Proficiency (CALP) is required to help students engage in rich grade-level content, and instruction in grade-level social studies, science, reading, and math concepts may be conducted in L1 or L2 or both languages. *National Geographic Reach* tools and resources include authentic texts, audio, video, photographic, and hands-on instructional materials that are specifically designed to address grade-level science and social studies standards, enabling teachers to integrate rigorous, grade-appropriate materials into instructional plans for ELLs. Each unit of Reach centers on a Big Question that not only aligns with core content standards but also encourages ELLs to think critically about new ideas and concepts, express their ideas and interests, and inquire about their world.

Research shows that the most effective instruction in all subjects is authentic and interactive (Thomas et al. 1997). Students must be given the opportunity to engage with content in relevant and meaningful ways (Echevarria, et al, 2000), and collaboration is a key component of language acquisition (Freeman et al. 2001). Project-based learning in resource centers, which incorporates concepts of all these findings, is a key characteristic of many successful programs, including dual language enrichment models (Gomez, R. 2006). *National Geographic Reach* provides a variety of oral language activities, including Theme Theater and Oral Language Projects. At all levels, each unit of Reach is structured around content-based Big Questions that are explored repeatedly throughout each unit, sparking inquiry projects, exploration, and interaction around substantive concepts in social studies and science. Materials to support these activities—songs, fiction and nonfiction texts, National Geographic images, videos, and more—are provided in varied formats to facilitate easy integration into a variety of program model configurations.

Dual language enrichment and other models promote the use of

Learning Centers, or learning stations, for further enhancement of content rich concept attainment. For maximum effectiveness, the learning stations must include oral language to provide opportunities for students to use language in authentic and meaningful contexts; allow for negotiation of content-area meaning among learners; and provide students with independent learning experiences which foster self-regulation and confidence (Gomez, R. 2006). *National Geographic Reach* Teamwork Activities meet all of the key criteria for successful implementation of best practices in learning and resource centers. Reach employs a variety of interactive learning opportunities that utilize:

- highly visual, photographic presentations of concepts in multiple formats;
- frequent oral language activities;
- hands-on and cooperative learning activities; and
- audio, interactive, and multi-media enrichment.

These strategies support students' language enrichment, whether they are engaging in building concepts during instructional time allotted to teaching or are learning new terms and vocabulary in separate L2 instructional blocks.

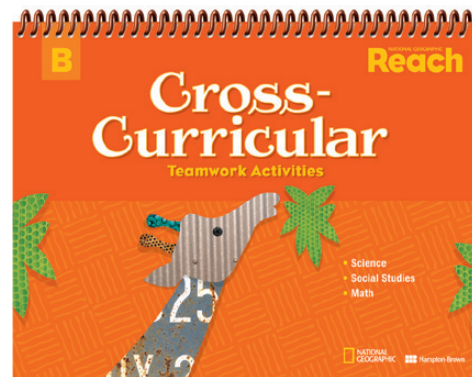
Flexibility

Research indicates that programs using instructional materials that are aligned to district initiatives or curriculum maps are most effective (Jacobs, H. H. 1997). *National Geographic Reach* includes an array of materials designed on research-based principles that can be integrated easily and compatibly into a comprehensive district plan. Printed materials are structured to include Student Books, Leveled Libraries, Big Books, Learning Center flip charts, and other resources. Audio and multimedia resources present engaging 21st-century content. Reach also provides instructional planning supports, such as a variety of pacing plans, Teacher eEditions, and customizable digital planning and assessment resources.

To meet the needs of interactive instruction and flexible grouping, programs must include resources for use in centers, whole-class language arts and vocabulary enrichment experiences, independent and

NATIONAL GEOGRAPHIC Reach Dual Language Ready-to-Go Plan LEVEL D Unit 7 Part 1									
Day 1	46 Mins.	Day 2	58 Mins.	Day 3	61 Mins.	Day 4	46 Mins.	Day 5	46 Mins.
Language Language of the Day T414 Use during: • English Reading/Language Arts • Language of the Day	1	Language Language of the Day T417a Use during: • English Reading/Language Arts • Language of the Day	1	Language Language of the Day T420a Use during: • English Reading/Language Arts • Language of the Day	1	Language Language of the Day T434a Use during: • English Reading/Language Arts • Language of the Day	1	Language Language of the Day T435a Use during: • English Reading/Language Arts • Language of the Day	1
Language Introduce the Unit and Build Background T412–T413 Use during: • English Reading/Language Arts	10	Language Language Function: Tell an Original Story T414–T415 Use during: • English Reading/Language Arts	10	Language Grammar: Adverbs T417a Use during: • English Reading/Language Arts	10	Language Language Function: Summarize T420a–T420b Use during: • English Reading/Language Arts	10	Language Grammar: Adverbs T434a Use during: • English Reading/Language Arts	10
Language Share What You Know T412–T413 Use during: • English Reading/Language Arts	5	All Strands Language, Literacy and Vocabulary Book: "x" Use during: • Spanish Reading/Language Arts • Bilingual Resource Centers	10	All Strands Language, Literacy and Vocabulary Book: "y" Use during: • Spanish Reading/Language Arts • Bilingual Resource Centers	10	Vocabulary Shared Word Knowledge T420b Use during: • English Reading/Language Arts • Specialized Content Area Vocabulary Enrichment	10	Vocabulary Shared Word Knowledge T434b Use during: • English Reading/Language Arts • Specialized Content Area Vocabulary Enrichment	10
Language Begin the Unit Concept Map T413 Use during: • English Reading/Language Arts	5	Vocabulary Science Vocabulary T415 Use during: • English Reading/Language Arts • Specialized Content Area Vocabulary Enrichment	10	Vocabulary Academic Vocabulary T417 Use during: • English Reading/Language Arts	10	Reading Read "An Island Grow", Section 1 T422–T424-425 Use during: • English Reading/Language Arts	5	Content Social Studies: Climate T430–431 Use during: • English Reading/Language Arts	10
All Strands Independent Work T414g–T414h Use during: • English Reading/Language Arts • Bilingual Resource Centers	25	Language Talk Together About the Big Question T415 Use during: • English Reading/Language Arts	5	Reading Reading Strategy: Synthesize: Draw Conclusions T417 Use during: • English Reading/Language Arts	15	Reading Read "An Island Grow", Sections 2 and 3 T426–427–T433 Use during: • English Reading/Language Arts	10	Reading Talk About It T434c–T434 Use during: • English Reading/Language Arts	5
		Writing Daily Writing: Fluency T416 Use during: • English Reading/Language Arts	2	Reading Introduce the Narrative Poem; Preview and Build Background T420–T421 Use during: • English Reading/Language Arts	10	Content Science: Volcanoes T426–427 Use during: • English Reading/Language Arts	10	Reading Test-Taking Strategies: Read All Choices T434c Use during: • English Reading/Language Arts	10
		All Strands Independent Work T414g–T414h Use during: • English Reading/Language Arts • Bilingual Resource Centers	20	Content Cultural Perspectives: Islands T421 Use during: • English Reading/Language Arts	5				

Dual Language Online Lesson Planner (shown: Days 1–5)



Teamwork Activities for Learning Stations

collaborative technology resources, and other flexible resources that provide a variety of tools for teachers to employ. The componentry of **National Geographic Reach** includes highly flexible Learning Centers (Teamwork Activities), whole-class activities (Literature and Song Big Books), and independent activities in both print and digital formats.

In effective programs, all levels of the instructional community fully understand the model and their roles in its effective implementation, conduct ongoing monitoring to ensure program fidelity, and utilize appropriate instructional materials to support fidelity of implementation (Darling-Hammond, L. 1998). In addition to the planning resources noted above, **National Geographic Reach** provides resources to support teachers in effective implementation of resources, including language frames and activity structures specifically designed to meet the Texas Language Proficiency Standards (Seidlitz 2008); Keys to Efficacy to support best practices in instruction, such as structuring instruction in L2 to ensure comprehensible input (Krashen 1985); information about language transfer issues; and consistent instructional routines.

Conclusion

National Geographic Reach is a culturally-relevant, content-rich, flexible resource designed to support language and literacy development for elementary grades. The research-based instructional strategies and supports foster rigorous grade-appropriate learning experiences that are linguistically accessible and complement L1 and L2 instruction in content and language arts. The comprehensive array of materials provides a rich toolkit that is motivational and engaging and supports student achievement.

Bibliography

- Au, K. *Multicultural Issues and Literacy Achievement*. Mahway, NJ: Lawrence Erlbaum, 2006.
- Cummins, J. *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Buffalo, NH: Multilingual Matters, 2000.
- Darling-Hammond, L. "Teacher learning that supports student learning." *Educational Leadership* 55(5): 6-11, 1998.
- Echevarria, J, Voygt, M., and Short, D. *Making Content Comprehensible for English Language Learners: The SIOP Model*. Needham, MA: Allyn and Bacon, 2000.
- Fitzgerald, J. "Literacy and students who are learning English as a second language." *The Reading Teacher*, 46:638-647, 1993.
- Francis, D. J., Lesaux, N. and August, D. "Language of Instruction." In *Developing Literacy in Second-language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*, edited by D. August and T. Shanahan, 365-413. Mahway, NJ: Erlbaum, 2006.
- Freeman, D. E., and Freeman, Y. S. *Between Worlds: Access to Second Language Acquisition*, 2d ed. Portsmouth, NH: Heinemann, 2001.
- Goldenberg, C. "Improving achievement for English learners: Conclusions from 2 research reviews." In *Best Practices in ELL Instruction*, G. Li, P. Edwards and L. Gunderson. New York, NY: Guilford Publications, 2006.
- Goldenberg, C., Rueda, R. and August, D. "Socio-cultural Influences on Literacy Attainment of Language-Minority Children and Youth." In *Developing Literacy in Second-language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*, edited by D. August and T. Shanahan, 269-318. Mahway, NJ: Erlbaum, 2006.
- Gómez, Leo "Two-Way bilingual education: Promoting educational and social change." *The Journal of the Texas Association for Bilingual Education*, 5:1, Spring 2000.
- Gómez, Richard. "Promising practices: dual language enrichment for ELL students K-12." *The Journal of the Texas Association of Bilingual Education*, 9:1, 46-65. Summer 2006.
- Jacobs, H. H. *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development, 1997.
- Krashen, S. *The Input Hypothesis: Issues and Implications*. New York: Longman, 1985.
- Rousculp, E.E., and Maring, G.H. "Portfolios for a community of learners." *Journal of Reading*, 35:378-385, 1992.
- Seidlitz, J. *Navigating the ELPS: Using the New Standards to Improve Instruction for English Learners*. San Antonio, TX: Canter Press, 2008.
- Thomas, W.P., and Collier, V. *School Effectiveness for Language Minority Students*. Washington, DC: George Washington University, National Clearinghouse for Bilingual Education Resource Collection Series, 1997.

National Geographic School Publishing / Hampton-Brown

P.O. Box 4002865 Des Moines, IA 50340

888.915.3276

NGSP.com